PE in Early Years and Foundation Stage

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| **PE** | | |
| Three and Four-Year-Olds | Personal, Social and Emotional Development | * Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. * Increasingly follow rules, understanding why they are important. * Remember rules without needing an adult to remind them. |
| Physical Development | * Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. * Go up steps and stairs, or climb up apparatus, using alternate feet. * Skip, hop, stand on one leg and hold a pose for a game like musical statues. * Use large-muscle movements to wave flags and streamers,   paint and make marks.   * Start taking part in some group activities which they make up for themselves, or in teams. * Increasingly able to use and remember sequences and patterns of music that are related to music and rhythm. * Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. * Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. * Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. * Show a preference for a dominant hand. * Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips. |

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| Three and Four-Year-Olds Continued | Expressive Arts and Design | | * Respond to what they have heard, expressing their thoughts and feelings. |
| Reception/ | Personal, Social and Emotional Development | | * Manage their own needs.   -personal hygiene   * Know and talk about the different factors that support overall health and wellbeing:   -regular physical activity |
| Physical Development | | * Revise and refine the fundamental movement skills they have   already acquired:   * + rolling - running   + crawling - hopping   + walking - skipping   + jumping - climbing * Progress towards a more fluent style of moving, with   developing control and grace.   * Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. * Use their core muscle strength to achieve a good posture   when sitting at a table or sitting on the floor.   * Combine different movements with ease and fluency. * Confidently and safely use a range of large and small   apparatus indoors and outdoors, alone and in a group.   * Develop overall body strength, balance, coordination and agility. |
| Expressive Arts and Design | | * Explore, use and refine a variety of artistic effects to express   their ideas and feelings.   * Return to and build on their previous learning, refining ideas   and developing their ability to represent them.   * Create collaboratively, sharing ideas, resources and skills. * Listen attentively, move to and talk about music, expressing their feelings and responses. * Watch and talk about dance and performance art, expressing their feelings and responses. * Explore and engage in music making and dance, performing solo or in groups. |
| ELG | Personal, Social and Emotional Development | Managing Self | * Be confident to try new activities and show independence,   resilience and perseverance in the face of a challenge.   * Explain the reasons for rules, know right from wrong and try to behave accordingly. * Manage their own basic hygiene and personal needs, including dressing. |
| Building Relationships | * Work and play cooperatively and take turns with others. |

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| ELG  Continued | Physical Development | Gross Motor Skills | * Negotiate space and obstacles safely, with consideration for themselves and others. * Demonstrate strength, balance and coordination when playing. * Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. |
| Expressive  Arts and Design | Being Imaginative and Expressive | * Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. |